FOUNTAINS HIGH School

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POSITIVE BEHAVIOUR POLICY

Including Restrictive Interventions and Anti-Bullying

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Aims and Ethos

At Fountains High School, we are committed to creating a calm, safe, and inclusive learning environment where every young person is supported to grow, learn, and thrive. Our Positive Behaviour Policy outlines the strategies and support we provide to staff and pupils to create a safe and well-managed environment in and around school and the wider community. It sets out how we build and maintain positive relationships, support self-regulation, and respond consistently when pupils need support.

Our approach is guided by our school values of kindness, wisdom, bravery and respect, which we teach, model and reinforce in every interaction. These values underpin our shared expectations and help foster a culture of respect, trust and belonging across the school. We are committed to promoting good behaviour, self-discipline and respect. Staff work proactively to minimise risk and support our pupils in building and maintaining positive relationships. We are a Team Teach school. Our approach to behaviour support and risk reduction is informed by Team Teach Positive Behaviour Management, which promotes positive relationships, understanding behaviour as communication, de-escalation, co-regulation and the use of the least restrictive approaches. Physical interventions are always used as a last resort, are proportionate to the level of risk presented, and are carried out only by appropriately trained staff. Team Teach complements our Thrive, Positive Behaviour Support and trauma-informed approaches, ensuring support is personalised to individual need. Alongside this, our practice is underpinned by the Thrive Approach, Positive Behaviour Support (PBS) and emotion coaching — frameworks that support emotional regulation, relational safety and positive engagement.

Staff are supported through regular training and clear guidance to ensure confidence, competence and consistency in their practice.

Our aims are to:

- Promote a respectful and inclusive school culture, underpinned by our values of kindness, wisdom, bravery and respect
- Recognise and celebrate positive behaviour through consistent routines and meaningful rewards
- Reduce risk and prevent crisis through proactive, developmentally appropriate support
- Help pupils develop emotional regulation, reflection and self-management skills
- Ensure staff are confident, consistent and compassionate in their responses
- Tackle bullying and unsafe behaviour robustly, in line with our safeguarding responsibilities

Through this policy, we contribute to a whole-school safeguarding culture and promote emotional wellbeing, inclusion and dignity at the heart of everything we do.

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff (2024)
- Searching, screening and confiscation: advice for schools (2022)
- The Equality Act (2010)
- Keeping Children Safe in Education
- Working Together to Safeguard Children (DfE, 2026)

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour, publish a behaviour policy and a written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014, including:
    - Paragraph 7: a duty to safeguard and promote the welfare of children
    - Paragraph 9: a requirement to have a written behaviour policy
    - Paragraph 10: a requirement to have an anti-bullying strategy
    - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Our Approach to Positive Behaviour at Fountains High School

This approach reflects the aims set out in Section 1 of this policy and ensures they are embedded consistently across our daily practice.

At Fountains High School, we take a positive, preventative and relationship-based approach to behaviour. We recognise that all behaviour happens in context, and our role is to create the conditions in which young people feel emotionally safe, connected and ready to learn.

Our pupils have a wide range of learning and communication needs, and many have experienced adversity or disruption that impacts their emotional development. As such, we do not take a "one-size-fits-all" approach to behaviour. We support pupils to develop the skills of self-regulation, reflection and safe decision-making through consistent routines, trusted relationships and a curriculum that embeds social and emotional learning.

Our behaviour culture is built on the principles of:

Relational safety – Pupils are supported by adults who are predictable, calm, emotionally available and attuned to their needs.

Developmental understanding – We meet pupils at their stage, not just their age. We use the Thrive Approach to identify gaps in emotional development and respond in ways that support long-term growth and resilience.

Positive Behaviour Support (PBS) – Behaviour is understood in terms of its function, triggers and unmet needs. Strategies are personalised and aim to reduce anxiety, promote engagement and build confidence.

Team Teach Positive Behaviour Support – Staff use proactive, non-restrictive approaches that prioritise relationships, dignity, de-escalation and safety. Restrictive physical

intervention is always a last resort and is used only where there is an immediate risk of harm.

Emotion coaching and restorative practice – Pupils are supported to name, understand and process their feelings. When things go wrong, we take a restorative approach, focusing on reflection and relational repair, not punishment. We teach accountability in a way that supports dignity and growth, guided by our values of kindness, wisdom, bravery and respect.
As part of this, we follow the **rupture–repair cycle**, and support staff to respond with pupils — not to, for or at them — in line with the **Social Discipline Window** (see Appendix 2). This means combining clear expectations and consistent boundaries with emotional support and relational safety, to help pupils rebuild trust, re-regulate and re-engage.

Zones of Regulation – This visual and language-based framework is used across the school to help pupils recognise their emotional state and use strategies to return to a regulated, learning-ready zone.

Regulate–Relate–Reason (Perry) – Staff follow this trauma-informed sequence to support behaviour. Pupils are first supported to regulate, then to reconnect relationally, before reasoning or problem-solving can take place.

Vital Relational Functions (VRFs) and **PACE (Playfulness, Acceptance, Curiosity and Empathy)** – These are embedded into staff interactions to promote emotional connection, co-regulation and trust.

We aim to create a culture of "connection before correction," where relationships come first, and where every behaviour is an opportunity for emotional growth and learning. Our school values of kindness, wisdom, bravery and respect are woven through our language, curriculum, recognition systems and everyday interactions.

All staff model emotional regulation and use shared scripts, consistent strategies and a calm, reflective approach. We work closely with families, external professionals and therapeutic services to ensure that support is joined-up, trauma-informed and meaningful.

Our approach to behaviour is also underpinned by a graduated response, where support is matched to the pupil's individual needs and level of understanding. Staff use a flexible range of strategies — from universal routines and relational connection to more targeted interventions and multi-agency input where required. This ensures that all responses are proportionate, inclusive and developmentally appropriate.

In doing so, we foster a calm environment that models and teaches emotional understanding, where pupils are supported to thrive — socially, emotionally and academically.

Key Definitions

To support clarity and consistency across the school, we use the following terms:

Positive Behaviour

Behaviour that contributes to a safe, respectful and inclusive environment. This includes showing kindness, following routines, making safe choices, engaging in learning and demonstrating respect for others, in line with our school values.

Positive Engagement

Active participation in school life — including lessons, routines and relationships — in ways that are appropriate for a pupil's stage of development and supported needs.

Recognising the Difference Between Misbehaviour and Dysregulated Behaviour

At Fountains High School, we recognise the difference between misbehaviour and dysregulated behaviour. Many of our pupils' experience difficulties with emotional regulation due to past trauma, SEMH needs, or neurodiversity. It is essential to distinguish between deliberate misbehaviour and a pupil struggling with overwhelming emotions.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress." - Janet Landsbury

Our approach reflects this understanding by prioritising support with sanctions, with consequences where appropriate. We use co-regulation strategies, emotion coaching, and personalised interventions to help pupils learn how to manage their feelings and actions. Staff are trained to respond to dysregulation with calmness, predictability, and empathy, ensuring that pupils feel safe and supported rather than punished for struggling.

This does not mean that expectations are lowered or that all behaviour is excused. Instead, we focus on teaching self-regulation skills, building trust, and ensuring that pupils understand the impact of their actions while feeling empowered to make better choices in the future.

By embedding this trauma-informed and relational approach, we aim to create a school environment where pupils can develop resilience, build positive relationships, and ultimately thrive in both their education and personal development.

Misbehaviour

Misbehaviour refers to behaviours that do not meet our expected standards and may impact learning, safety or the school environment. These include, but are not limited to:

- Disruption in lessons, corridors or shared spaces
- Non-completion of classwork or homework (where appropriate)
- Poor attitude or refusal to follow reasonable instructions
- Rudeness or inappropriate language
- Name-calling or unkind teasing
- Deliberate damage to property
- Low-level physical aggression (e.g. pushing or throwing items)

Serious Misbehaviour

Serious misbehaviour includes significant breaches of our expectations and may warrant additional support or intervention. These include:

- Repeated breaches of school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration or sexual assault (intentional sexual touching without consent)
- Sexual harassment, including:
    - Sexual comments or jokes
    - Taunting or name-calling of a sexual nature
    - Physical behaviour such as interfering with clothes

    - Online sexual harassment, including unwanted messages or sharing of nude/semi-nude images (including AI-generated images)
- Vandalism or property damage
- Theft
- Fighting or sustained physical aggression
- Smoking or vaping on school premises
- Racist, sexist, homophobic, transphobic or otherwise discriminatory behaviour
- Possession of prohibited items, including:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco or cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any item reasonably suspected of being used to commit an offence or cause harm or damage

Staff respond to misbehaviour using consistent, respectful strategies that take into account the pupil's developmental stage, understanding and needs. In some cases, misbehaviour may raise safeguarding concerns and will be reported to the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

Dysregulation

A state in which a pupil is overwhelmed or unable to manage their emotions or behaviour. Dysregulation is not viewed as a deliberate choice, but as a sign that a pupil needs co-regulation, safety and support. Staff respond with empathy, regulation strategies and relational repair.

At Fountains, staff are supported to distinguish between misbehaviour and dysregulation. Responses are adapted accordingly and always rooted in understanding, safety and respect.

Crisis Behaviour

Behaviour that poses a serious and immediate risk of harm to the pupil or others. This may include aggression, self-injury or absconding. In such cases, staff follow Team Teach Positive Behaviour Management procedures to keep everyone safe using the least restrictive means possible.

Restrictive Physical Interventions

A restrictive physical intervention is any physical contact that restricts, prevents or limits a pupil's movement in order to maintain safety. Restrictive physical interventions are always used as a last resort and are carried out in accordance with Team Teach Positive Behaviour Support principles. They must be lawful, necessary, reasonable, proportionate and for the shortest time possible. It is never used as punishment.

Fountains High School adopts the Team Teach philosophy that behaviour is communication and that positive relationships are central to effective support. Staff use a range of de-escalation, diversion and co-regulation strategies before any restrictive physical intervention is considered.

In a special school context, seclusion is used by trained staff as a safety response to extreme dysregulation and immediate risk, rather than as a response to deliberate or wilful behaviour.

Seclusion is always reported to the Designated Safeguarding Lead and reviewed alongside behaviour data to identify any safeguarding or unmet need.

Bullying

At Fountains High School, bullying in any form is not tolerated. We define bullying as repeated, intentional harmful behaviour, whether physical, verbal, emotional, relational, or online. This can include prejudice-based bullying (e.g., racism, sexism, homophobia, disability-related bullying), as well as sexual harassment or peer-on-peer abuse.

Bullying, sexual harassment and peer-on-peer abuse are understood within a safeguarding framework and may be linked to extra-familial harm, requiring multi-agency consideration.

We are committed to creating a calm, respectful, and inclusive environment where all pupils feel safe, valued, and able to thrive. We recognise that, in a special school context, some pupils may not fully understand the impact of their behaviour. However, we are clear that the feelings and safety of others always matter. Our response is always proportionate, restorative, and tailored to the needs and understanding of those involved.

Staff are trained to recognise and respond to bullying consistently. All concerns are recorded, investigated, and followed up. Our response is guided by our school values of kindness, wisdom, bravery, and respect.

For further details on how we address bullying, please refer to our Anti-Bullying Policy, which outlines the specific procedures for identifying, investigating, and responding to bullying incidents.

Roles and Responsibilities

The Governing Body

The governing body is responsible for:

- Reviewing and approving the school's written statement of behaviour principles
- Approving the Positive Behaviour Policy and ensuring it reflects those principles
- Monitoring the implementation and impact of the policy
- Supporting and challenging school leaders to maintain a safe, inclusive and respectful learning environment

The governing body will ensure that procedures are in place to consider suspensions and permanent exclusions in line with statutory guidance. This includes ensuring that meetings to review decisions can be conducted either in person or via remote access, where requested and where this can be done fairly and transparently.

The Headteacher

The term *Headteacher* here refers to both the Executive Headteacher and Head of School, who share responsibility for leadership and oversight at Fountains High School.

The Headteacher is responsible for:

- Ensuring the policy reflects the school's values and meets all statutory requirements

- Ensuring the policy is implemented consistently across the school
- Supporting staff in managing behaviour positively and confidently
- Ensuring behaviour responses are inclusive, relational and developmentally appropriate
- Monitoring behaviour trends and providing appropriate training and support
- Reporting on behaviour to the governing body and trust as required

All Staff

All staff are expected to:

- Model the school's values of kindness, wisdom, bravery and respect
- Build positive, trusting relationships with pupils
- Support pupils with emotional regulation, reflection and repair
- Respond to behaviour consistently and fairly, using relational approaches
- Record concerns and follow safeguarding procedures where required
- Undertake regular training and contribute to a calm, supportive learning environment

Parents and Carers

We ask parents and carers to:

- Support the school's behaviour expectations and values
- Work in partnership with staff when concerns arise
- Encourage their child to reflect on their behaviour and celebrate their progress
- Attend meetings where appropriate to support their child's wellbeing and success

Pupils

We support all pupils to:

- Experience positive, trusting relationships with adults and peers
- Be included in a safe, respectful and calm school environment
- Express themselves in ways that are understood and respected — including through behaviour, vocalisation, gesture, symbols or assistive communication
- Develop emotional regulation and engagement at their own pace, with the support they need
- Take part in restorative or relational repair processes in ways appropriate to their level of understanding
- Be recognised and celebrated for their efforts, progress and contributions to school life

School Behaviour Curriculum

At Fountains High School, we do not operate a standalone behaviour curriculum. Instead, we recognise that positive behaviour develops through consistent relationships, emotional safety and explicitly taught social and emotional learning — not through isolated lessons.

Behaviour is shaped by a pupil's emotional development, level of understanding and lived experiences. Our role is to create the right conditions for pupils to feel safe, regulated and supported, so that they can learn, connect and thrive.

We teach, model and reinforce positive behaviour across all aspects of the school day. This includes structured emotional literacy sessions and targeted support, as well as consistent routines, restorative approaches and co-regulation.

Our Approach Includes:

GRIT – Our Emotional Regulation Curriculum

GRIT provides the foundation for how we teach pupils to understand and manage their emotions. It includes:

- The Zones of Regulation, used across the school to develop shared emotional language
- Structured activities to support resilience, problem-solving and emotional safety
- Adaptations for pupils using alternative or augmentative communication
- Repeated opportunities to practise regulation in supported contexts

The Thrive Approach

Thrive helps us to identify pupils' emotional development needs and respond appropriately. We use it to provide whole-class support as part of our universal offer, helping staff structure routines, interactions and opportunities that promote emotional growth and regulation.

Where a specific need is identified — through observation, behaviour patterns or other assessments — we also use Thrive to develop individualised or small-group action plans and targeted support for those pupils.

PSHE and RHE Curriculum

We teach positive relationships, consent, personal safety and social understanding through an adapted PSHE and RHE curriculum. This includes:

- Lessons on friendship, feelings, and personal space
- Safe and respectful behaviour online and offline
- Help-seeking, boundaries and decision-making
- Visual resources, role play, social stories and total communication tools

Communication and Accessibility

Pupils at Fountains communicate in a variety of ways. We use:

- Visual schedules, objects of reference and symbol-supported language
- Sensory regulation strategies and structured routines
- Assistive communication devices and co-regulation approaches
- Consistent modelling from staff to reinforce expectations and safety

British Values

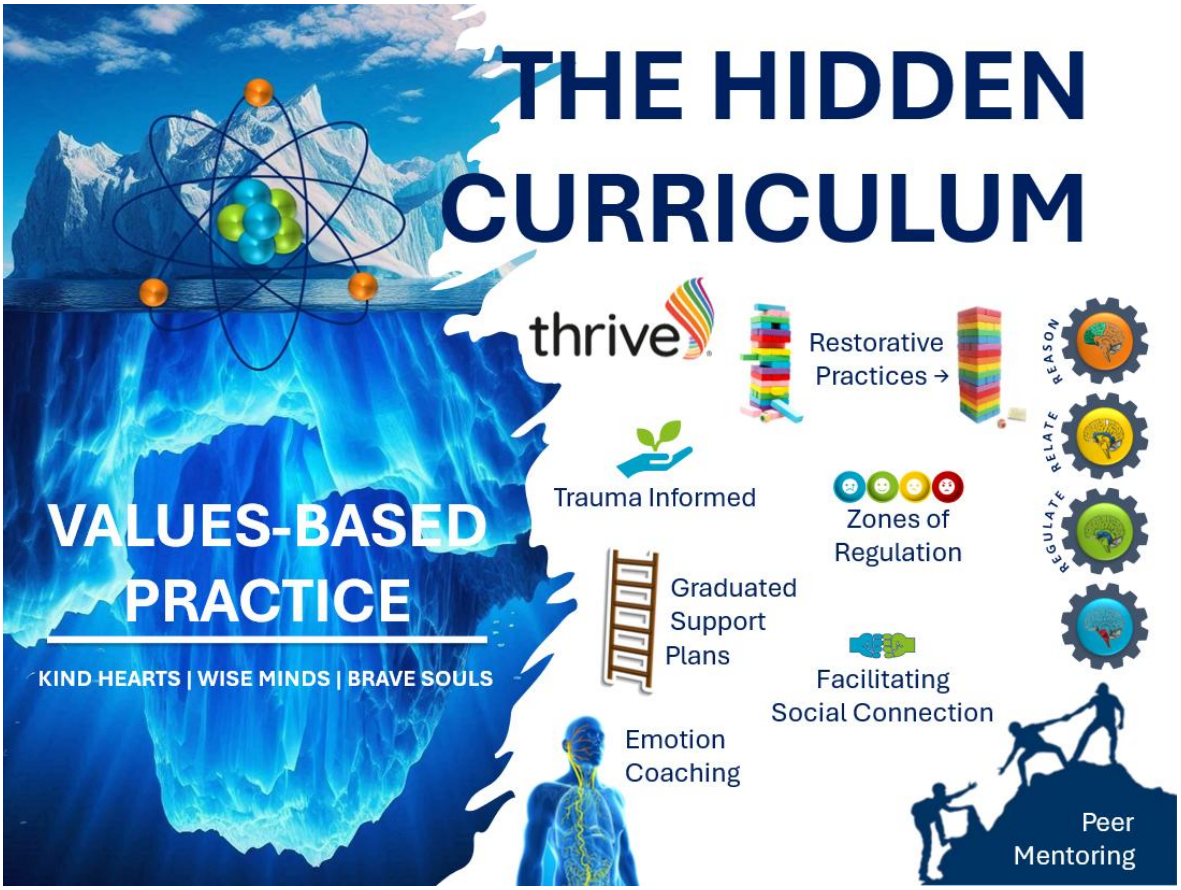
We promote British Values throughout our teaching, routines and relationships. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

These values are embedded through PSHE/RSE, GRIT, assemblies, pupil voice opportunities, and everyday practice. They help pupils develop respect, responsibility and a sense of belonging in school and society.

The Hidden Curriculum

At Fountains High School, we recognise that our pupils may have faced trauma and challenges. Our approach to behaviour and dysregulation is rooted in Neurosequential approach of Regulate, Relate, Reason (Repair) and the social discipline window with Authoritative/ Restorative (see Appendix 2). This is achieved via hidden curriculum, which includes positive relationships, the Thrive Approach emotional coaching, and trauma-informed practice to ensure pupils feel safe, understood, and supported in their journey towards self-regulation and reintegration.



Our Ethos in Practice

We create a safe and respectful environment by:

- Embedding our school values — kindness, wisdom, bravery and respect
- Teaching and modelling regulation, respect and repair
- Using restorative conversations and relational approaches when things go wrong
- Recognising and celebrating progress, effort and engagement
- Responding to behaviour with curiosity, consistency and compassion

By embedding behaviour learning across the school day, we meet pupils at their developmental stage and support their growth in emotional understanding, relationships and resilience — without the need for a separate behaviour curriculum.

Responding to Behaviour

At Fountains High School, we support behaviour through consistent relationships, trauma-informed practice and developmentally appropriate strategies. All staff work proactively to minimise risk and support our pupils in building and maintaining positive relationships.

We recognise that many pupils need support to develop self-regulation, emotional awareness and social understanding. We take a restorative, relational approach and respond to behaviour in ways that promote safety, dignity and inclusion.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom and school environment.

They do this by:

- Creating predictable routines and safe, structured environments
- Building strong relationships with pupils, grounded in trust and respect
- Using consistent and accessible communication (including visuals and total communication approaches)
- Promoting positive behaviour through modelling, praise and reinforcement
- Supporting regulation through visual timetables, sensory tools and co-regulation strategies
- Teaching and re-teaching behaviour expectations in a supportive and relational way

Staff use a shared language of support and regulation across school. Disruption is addressed early through planned, developmentally informed responses.

Safeguarding

Changes in behaviour may indicate that a pupil is at risk of harm or in need of support. All staff are alert to signs of abuse, neglect or unmet need.

Where behaviour indicates potential harm to or from a child, or raises concerns about abuse, neglect, exploitation or contextual risk, behaviour responses are paused and safeguarding procedures take precedence. This may include consultation with external agencies in line with local safeguarding arrangements.

In line with Working Together to Safeguard Children (2026), concerns arising from behaviour are considered within a continuum of need. Where appropriate, staff may consider early support through Family Help, alongside in-school pastoral support, before concerns escalate to statutory intervention. Decisions are made in consultation with the Designated Safeguarding Lead.

In some circumstances, it may be necessary to temporarily require a pupil to remain off-site or away from other pupils for safeguarding reasons. This may be used, for example, where there is a risk of harm to or from the pupil and further assessment is required.

This is not a disciplinary exclusion or suspension. It is a safeguarding measure intended to manage immediate risk and protect all parties.

Where such arrangements are in place, the school will ensure that appropriate education continues and that decisions are regularly reviewed, with the involvement of relevant professionals and, where appropriate, parents and carers.

Responding to Positive Behaviour

Staff consistently recognise and reinforce positive behaviour to support our school culture and values.
Examples of recognition include:

- Verbal praise and positive feedback

- House points
- Certificates, postcards and celebration assemblies
- “Star of the Week” and individual motivators tailored to each pupil
- Positive phone calls or letters home

Recognition is meaningful, timely and developmentally appropriate. Pupils are supported to reflect on their progress and feel proud of their efforts.

Responding to Misbehaviour

Where behaviour falls below expectations, staff respond in a calm, consistent and supportive way. Staff consider what the behaviour is communicating and respond with empathy, structure and repair.

All responses are developmentally appropriate and aim to:

- Maintain safety
- Support regulation
- Repair relationships
- Prevent recurrence

Consequences are logical and support the pupil to understand the impact of their behaviour. Sanctions are never punitive or shaming. The focus remains on connection, accountability and re-engagement.

Staff use de-escalation strategies and co-regulation, and behaviour incidents are recorded on Arbor. Serious incidents may be discussed with parents/carers and lead to a review of support plans.

Reasonable Force and Restrictive Interventions

Fountains High School follows the Department for Education’s statutory guidance Restrictive interventions, including use of reasonable force, in schools (April 2026).

Any use of reasonable force, restrictive physical intervention or seclusion is:

- Used only to prevent injury, serious harm, criminal offence or significant damage
- Proportionate, time-limited and the least restrictive option available
- Never used as a punishment

Recording and Reporting

In line with statutory duties under Section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025:

- All significant incidents involving the use of force are recorded in writing as soon as practicable and no later than the same day
- Parents/carers are informed as soon as practicable and normally the same day, unless doing so would place the pupil at risk of serious harm. This should via telephone followed with an email or letter
- Incidents involving seclusion or restrictive physical intervention are recorded and reported in line with statutory guidance.

Records include details of the incident, context, de-escalation strategies used, duration, and any post-incident support provided.

Seclusion

Seclusion is a non-disciplinary intervention involving a pupil being temporarily confined to a space away from others and prevented from leaving, in order to manage an immediate risk of harm during extreme dysregulation.

Seclusion is not used as a punishment and is not a response to deliberate misbehaviour. It is only considered as a safety measure, where other de-escalation strategies have been unsuccessful and the pupil is unable to regulate safely.

Any space used for seclusion must be safe, supervised at all times, and supportive rather than punitive in nature. As soon as the immediate risk of harm has reduced, the pupil is supported to return.

In line with statutory duties under the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, all incidents of seclusion are recorded in writing and reported to parents/carers as soon as practicable and normally the same day, unless doing so would place the pupil at risk of serious harm.

Searching, Screening and Confiscation

Fountains High School follows the Department for Education's guidance on Searching, Screening and Confiscation (2022). The wellbeing, dignity and safety of pupils are central to all decisions and actions taken during any search or confiscation process.

When Searches May Be Carried Out

Authorised members of staff may carry out a search for items if:

- There are reasonable grounds to suspect a pupil has a prohibited item (see Section 3)
- The pupil has agreed to the search
- There is a safeguarding risk or safety concern that makes a search necessary

Who Can Search and How

Searches may only be conducted by authorised members of staff, acting under the authority of the Head of School or Executive Headteacher.

A same-sex member of staff will carry out the search, with a second staff member present wherever possible.

In rare, urgent cases where serious harm is likely, a search may be carried out by a member of the opposite sex and/or without a second adult present.

Pupils may be asked to empty pockets, remove outer clothing (e.g. jackets, shoes, hats), or open bags or lockers.

Staff will always:

- Explain the reason for the search clearly and calmly
- Use consistent, respectful language
- Avoid physical contact unless absolutely necessary and proportionate (see Use of Reasonable Force)
- Seek the pupil's cooperation and explain the process in a manner appropriate to their age, understanding and communication needs. (Where a pupil is unable to give informed consent, or refuses to cooperate, authorised staff may still conduct a search where they have reasonable grounds to suspect a prohibited item or where a

safeguarding or safety concern makes the search necessary, in accordance with DfE guidance).

Use of Reasonable Force

Staff may use reasonable force to conduct a search only for prohibited items, and only when it is lawful, necessary, and proportionate (e.g. to prevent serious harm). Any use of force follows the principles of Team Teach Positive Behaviour Support and least restrictive practice.

Confiscation

Items found during a search may be:

- Returned to the pupil at the end of the day
- Held for collection by a parent or carer
- Disposed of safely
- Passed to the police if appropriate

Staff may also confiscate items that are not prohibited but are disruptive or unsafe in the school environment.

Strip Searches

Strip searches may only be conducted by police officers on school premises and must follow Police and Criminal Evidence Act 1984 (PACE) *Code C*.

The school will ensure that a responsible adult is present, and that the pupil's welfare, dignity and legal rights are upheld.

Parents/carers will be informed before or as soon as reasonably possible after the search.

A record will be kept of any strip search conducted on school grounds, even if no item is found.

Safeguarding and Aftercare

Following any search, the Designated Safeguarding Lead (DSL) will be informed if:

- A prohibited item is found
- There are safeguarding concerns based on the pupil's behaviour or disclosures
- The pupil appears distressed or at risk of harm

Staff will ensure that the pupil is offered support and that further actions are taken in line with safeguarding procedures.

Off-Site Misbehaviour

Sanctions may be applied where misbehaviour occurs:

- On school visits or activities
- Travelling to or from school
- While wearing school uniform
- In any situation where the pupil is identifiable as a Fountains pupil

Sanctions may also be applied where behaviour outside of school:

- Could impact the welfare of others
- Brings the school into disrepute

- Could affect the orderly running of the school

All responses are proportionate and in line with this policy.

Online Misbehaviour

Online misbehaviour may be responded to where it:

- Causes harm to another pupil
- Impacts the wellbeing or safety of the school community
- Brings the school into disrepute
- Occurs using school equipment, platforms, or networks

Appropriate responses will be considered in line with safeguarding and online safety policies. Where online behaviour raises safeguarding concerns, child protection procedures take precedence over behaviour sanctions, in line with the school's Online Safety and Safeguarding policies.

Suspected Criminal Behaviour

Where behaviour may constitute a criminal offence, the school will:

- Make an initial assessment
- Preserve any evidence
- Inform the police where appropriate
- Notify the DSL and consider referral to children's services

Internal responses (such as support plans or exclusions) may still be pursued where appropriate and lawful to do so.

Zero-Tolerance for Sexual Harassment and Sexual Violence

Fountains High School has a zero-tolerance approach to all forms of sexual harassment, abuse or violence.

We respond to all reports in a:

- Supportive
- Proportionate
- Trauma-informed
- Case-by-case manner

Our procedures follow statutory safeguarding guidance and include clear processes for reporting, risk assessment and multi-agency involvement. Please refer to our Child Protection and Safeguarding Policy for further information.

Malicious Allegations

Where an allegation is found to be deliberately false or malicious, the school will consider an appropriate response in line with this policy. The DSL will also assess whether the pupil may need additional help or support.

We also ensure appropriate support is provided to any member of staff who has been the subject of an allegation.

Mobile Phones and Personal Devices

Fountains High School operates a mobile-phone-free environment for pupils, in line with safeguarding guidance and the school's Mobile Phone Use Policy (April 2026).

Pupils may bring a mobile phone to school for travel or safety reasons, but must hand it in immediately on arrival. Mobile phones must not be accessed or used on site at any time.

Any misuse or refusal to comply will be managed in line with this Positive Behaviour Policy, with safeguarding considerations taking precedence at all times.

Approved exceptions apply for AAC, specialist access devices or medical need, as set out in the Mobile Phone Use Policy.

Post-16 provision at Burton and South Derbyshire College

DfE guidance allows schools to consider limited mobile phone access for sixth-form pupils, reflecting increased independence, provided this does not undermine restrictions for younger pupils.
For pupils attending post-16 provision at Burton and South Derbyshire College:

- pupils may retain possession of their mobile phones on the college site
- phones must not be used during lessons or timetabled learning
- expectations align with college rules and Fountains High School safeguarding standards

Any misuse that raises safeguarding concerns will be addressed jointly with the college.

Serious Sanctions

At Fountains High School, our approach is built on strong relationships, emotional regulation, and consistent support. We work proactively to help pupils meet expectations through developmentally appropriate teaching, structured routines and relational practice. However, in a small number of cases, a serious response may be required to maintain safety and protect the rights of all pupils to learn and feel secure.

We do not use detentions. Instead, our responses are trauma-informed, restorative and proportionate, always seeking to understand the reasons behind behaviour and support the pupil to re-engage positively.

Removal from the Classroom

Pupils may be removed from the classroom for a limited time if their behaviour:

- Places them or others at risk
- Significantly disrupts learning
- Prevents them from accessing the support they need to regulate and reset

Removal is not used as a punishment. It is a supportive strategy to allow a pupil time to regulate, reflect, and prepare to return to the learning environment with adult support. Pupils continue to access meaningful activities in a safe, calm space. All removals are recorded, monitored, and reviewed to ensure they remain appropriate and effective.

Removal from School Premises

In exceptional circumstances, it may be necessary to require a pupil to leave the school site. This is a serious response and will only be used where it is necessary to maintain safety or prevent significant disruption.

Removal from school premises is not used as a routine behaviour strategy or as a punitive response. It is only considered where:

- a pupil's behaviour presents a risk of harm to themselves or others

- there is a significant breakdown in the safe or orderly running of the school that cannot be managed through in-school strategies
- all reasonable steps to support regulation and de-escalation have been exhausted

Where removal from site is necessary:

- the decision will be made by the Head of School, Executive Headteacher, or a delegated senior leader
- parents and carers will be informed without delay
- expectations and next steps will be clearly communicated
- appropriate arrangements will be made to ensure the pupil's safety

Any removal from the school site for disciplinary reasons, including for part of a school day, will be treated as a suspension and recorded in line with statutory guidance.

Where a pupil is removed from site for safeguarding reasons (for example, to manage a serious risk to or from the pupil), this is not a disciplinary suspension. In these circumstances:

- the response will be clearly justified, proportionate, and focused on reducing risk
- appropriate education will continue to be provided
- arrangements will be reviewed regularly, with involvement from relevant professionals and, where appropriate, parents and carers
- the aim will always be to return the pupil to school safely as soon as possible

Following any removal from school premises:

- a structured reintegration process will be put in place
- the incident will be reviewed to identify underlying needs, triggers and appropriate next steps
- support plans, risk assessments or provision may be adjusted as required

The school will always seek to minimise disruption to education and ensure that pupils are supported to return safely and successfully.

Off-site direction

Off-site direction may be used as part of a planned intervention where it is in the pupil's best interests and is intended to improve behaviour and support engagement. It is not used as a sanction or punishment.

Where off-site direction is used, the school will ensure that:

- there is a clearly defined purpose for the placement, with specific objectives linked to behaviour, engagement or wellbeing
- the placement is time-limited and forms part of a wider plan for support and reintegration
- a reintegration plan is agreed at the outset, including criteria for return
- all relevant information is shared with the provider to ensure the pupil's needs are met

Parents and carers will be notified in writing as soon as practicable after the decision has been made and no later than two school days before the placement begins. This notification will include:

- the reason for the placement and its intended outcomes
- the address of the provision and arrangements for attendance
- the duration of the placement and review arrangements

The placement will be reviewed regularly, with parents and carers invited to contribute to these reviews. Outcomes of review meetings will be recorded and used to inform next steps, including reintegration or adjustment of support.

The school retains responsibility for the pupil at all times, including safeguarding, attendance monitoring, and oversight of progress while attending off-site provision.

Use of Alternative Provision

Where the school commissions or arranges alternative provision, this is done as part of a planned intervention to support the pupil's needs and improve engagement.

The school retains full responsibility for the pupil at all times. This includes:

- safeguarding and welfare
- monitoring attendance
- reviewing progress and outcomes
- maintaining regular communication with the provider

Placements are time-limited and reviewed regularly to ensure they remain appropriate and effective. Alternative provision is always used with a clear plan for reintegration or next steps in education.

Alternative provision will not be used as a long-term substitute for appropriate school placement and will always be linked to a clear plan for reintegration or transition.

Suspension

Suspensions are only considered in exceptional circumstances, when all other strategies have been exhausted and the behaviour poses a significant risk to safety or wellbeing, or causes serious disruption to learning.

We do not use suspension as a punishment. Where a suspension is necessary, it is used as an opportunity to create space for:

- The pupil to regulate and reset
- Planning and problem-solving between school, family and professionals
- Adjustments to support, routines or provision
- A structured, safe reintegration process focused on success

Decisions are made by the Head of School or Executive Headteacher, in line with Department for Education statutory guidance. Every case is reviewed individually, and the pupil's individual profile of needs is always taken into account, including any safeguarding concerns, emotional regulation needs or contextual factors that may have contributed to the incident.

During the first five school days of a suspension, the school will take reasonable steps to ensure that the pupil continues to access education, including by setting and monitoring work as appropriate.

Where a suspension exceeds five school days, suitable full-time education will be arranged from the sixth school day in line with statutory guidance.

The school will notify parents and carers without delay of any suspension and will also inform the local authority. Where applicable, the pupil's social worker and/or Virtual School Head will also be informed, to ensure that appropriate support is in place.

The Headteacher may cancel a suspension before it has been reviewed by the governing body. Where this happens:

- parents and carers will be notified without delay
- the governing body and local authority will be informed
- the pupil will return to school as soon as practicable

Any days already spent out of school as part of the suspension will still count towards the total number of days of suspension within the academic year.

We work in close partnership with families and external agencies to ensure the pupil is supported to return safely and positively.

Permanent Exclusion

Permanent exclusion is extremely rare and is considered only when a pupil's continued presence in school would seriously harm the education, welfare or safety of others, and where all other interventions have been exhausted.

In such cases, the decision is made in accordance with statutory guidance and with due regard for the Equality Act 2010. We work with the local authority and other professionals to ensure appropriate support and next steps are in place.

Communication with Parents

All formal communication regarding suspension or permanent exclusion will be provided in writing and will include:

- the reason for the decision
- the duration of the suspension or confirmation of permanent exclusion
- information about parents' rights to make representations and how to do so
- details of any arrangements for education during the period of absence

Parents and carers will also be signposted to sources of independent advice and support where appropriate.

Responding to Misbehaviour from Pupils with SEND

Fountains High School is a generic special school setting where all pupils have identified special educational needs and/or disabilities (SEND). We recognise that behaviour is shaped by each pupil's individual profile — including their communication style, sensory processing, emotional development, and life experiences. Our approach is grounded in empathy, structure and consistency, with high support matched to high expectations.

Legal Framework

We are committed to fulfilling our statutory duties under the:

- Equality Act 2010, including the duty to make reasonable adjustments
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice

We ensure that pupils with SEND are not unfairly disadvantaged or disciplined for behaviours arising from their needs. We uphold the principle that every pupil has the right to feel safe, understood and supported to succeed.

Understanding and Supporting Behaviour

We recognise that:

- Behaviour may reflect dysregulation, distress, or communication needs
- Many pupils require support to develop emotional regulation and social understanding
- Sensory sensitivities, trauma, attachment needs and other factors can influence behaviour

Our responses are developmentally informed and include:

- Adapting our expectations and communication
- Proactive use of regulation strategies and co-regulation
- Creating safe, predictable environments with consistent routines
- Using Total Communication, visual supports, and structured choices
- Teaching emotional literacy through GRIT and the Zones of Regulation
- Targeted Support for More Complex Needs

For pupils with more complex or higher-risk behaviours, we may implement:

- Positive Behaviour Support (PBS) plans, co-produced with families and professionals
- Individual risk assessments, reviewed regularly and adapted as needed
- Thrive assessments and action plans, based on emotional development
- Tailored curriculum, staffing or environmental adjustments
- A relational and restorative approach to rebuilding safety and trust following incidents

Behaviour incidents are recorded using Arbor, and any restrictive physical interventions are recorded in line with statutory guidance and school procedures using Arbor MIS.

Multi-Agency Working and Review

Where necessary, we work closely with:

- Occupational therapists
- Speech and language therapists (SALT)
- Educational psychologists
- Health and care professionals
- Early Help and social care teams

We also work in close partnership with families, reviewing provision regularly to ensure it remains appropriate and effective.

Where a pupil's behaviour suggests that their current provision is no longer meeting their needs, or where the sustainability of their placement is at risk, the school may request an emergency review of the pupil's Education, Health and Care Plan (EHCP). This is done in partnership with parents and carers and the local authority to ensure that needs are fully understood, and that support is strengthened or adjusted as necessary.

Supporting Pupils Following a Consequence

At Fountains High School, consequences, when used, are part of a broader relational and supportive response. Our focus is always on helping the pupil to regulate, reflect and repair, so they can safely and confidently return to learning and relationships.

We recognise that behaviour incidents may be distressing for pupils, and that consequences alone do not create long-term change. Following any removal, suspension or

other significant response to behaviour, we provide individualised support to help the pupil reconnect and succeed.

The school does not use part-time timetables as a strategy to manage behaviour. Where a reduced timetable is considered necessary, it will only be used in the pupil's best interests, for the shortest possible period, and with a clear plan for review and return to full-time education.

Restorative and Relational Support

After any significant incident, pupils are given the opportunity to:

- Co-regulate with a trusted adult
- Reflect on what happened (with or without words, using appropriate communication tools)
- Repair relationships where needed, through restorative conversations or supported interactions

Plan next steps using familiar language, visuals or routines

This process may look different for each pupil, depending on their communication profile and emotional development. We use visual prompts, Thrive strategies, social stories, and sensory tools as appropriate.

Reintegration After Suspension or Removal

For pupils returning from suspension or extended removal, we follow a structured reintegration process. This includes:

- A reintegration meeting with the pupil and family where possible
- An opportunity to review support plans or risk assessments
- A reset of expectations using consistent language and shared routines
- Additional adult support or check-ins as needed
- A focus on reconnection, not blame

- ensuring that reintegration planning begins at the point of decision, including for any off-site placement or period of suspension

Where appropriate, a Thrive or PBS review may be used to identify any changes in need. Our aim is always to rebuild safety, trust and engagement, and to avoid shame-based or punitive responses.

Purpose of a Reintegration Strategy

At Fountains High School, a reintegration strategy is used following:

- A suspension
- A period of internal removal or reduced timetable
- A significant dysregulation or crisis event
- A managed break in placement
- A planned return following absence linked to emotional regulation or wellbeing

The purpose of reintegration is to:

- Restore emotional and relational safety
- Support the pupil to re-regulate and reconnect
- Adjust provision so the pupil can re-engage successfully
- Avoid shame-based or punitive responses
- Reduce the likelihood of recurrence through understanding and support

Reintegration is not a sanction. It is a planned, relational process focused on success.

Ongoing Support

Staff continue to monitor the pupil's wellbeing and behaviour following a sanction, and adjustments are made where needed. This may include:

- Access to safe spaces or co-regulation
- Key adult support
- Visual timetables or reduced transitions
- Additional reviews of EHCP targets or PBS plans

Pupil Transition

At Fountains High School, we recognise that changes in routine, environment or relationships can be challenging for pupils, particularly those with SEND or social, emotional and mental health needs. We plan transitions carefully to ensure that pupils feel safe, supported and prepared.

Transitions are supported through:

- Early planning and familiarisation activities, including visits, visuals and social stories, where possible
- Collaboration with families, feeder schools and professionals, where appropriate, to share key information and strategies
- Handovers between staff when pupils change classes or key adults
- Structured preparation for post-16 or post-19 destinations, including opportunities to visit settings and practise new routines, where relevant
- Key adult support before, during and after transition points
- Ongoing regulation and relationship-building activities to support emotional readiness

We aim to ensure that all transitions — whether into school, across key stages, or to new destinations — are handled with kindness, consistency and care.

Staff Training

Staff at Fountains High School receive regular training to ensure the consistent, safe and values-led implementation of our Positive Behaviour Policy.

Training includes an introduction to the school's relational and trauma-informed ethos, as well as strategies for supporting behaviour, regulation, and emotional wellbeing. Teaching and support staff receive Team Teach Positive Behaviour Support training appropriate to their role. This includes understanding behaviour as communication, de-escalation techniques, risk reduction, co-regulation strategies, restrictive physical intervention, post-incident support and the lawful use of reasonable force. This includes understanding behaviour as communication, de-escalation techniques, risk reduction, positive handling strategies, post-incident support and the lawful use of reasonable force. Refresher training is completed in line with Team Teach accreditation requirements.

Induction is provided for new staff, and ongoing professional development is offered in line with roles and responsibilities.

Training providers and models are kept under regular review to ensure alignment with statutory guidance and the needs of the school community.

Monitoring Arrangements

The implementation and impact of this Positive Behaviour Policy are monitored regularly by school leaders to ensure consistency, effectiveness, and alignment with our school values.

Monitoring activities may include:

- Reviewing patterns and trends in behaviour incidents recorded on Arbor
- Oversight of restrictive physical interventions and their recording.
- Monitoring the use and effectiveness of PBS plans, risk assessments, and Thrive strategies
- Reviewing suspensions, removals, and serious incidents to ensure responses remain fair, proportionate and legally compliant
- Staff reflection and feedback to support professional learning and consistency
- Pupil voice, where appropriate, to help us understand how pupils experience behaviour support
- Behaviour data is reviewed regularly by the Senior Leadership Team and governors, with a focus on inclusion, safety and wellbeing.
- Review of behaviour data alongside safeguarding indicators to identify patterns of vulnerability, escalation or unmet need.

Reviewing This Policy

This Positive Behaviour Policy is reviewed annually by an appropriate member of the Senior Leadership Team and the governing body. It may also be updated in response to changes in national guidance or following internal reviews of behaviour data and practice.

The school's Written Statement of Behaviour Principles (Appendix 1) is reviewed and approved by the governing body each year, in line with statutory requirements.

Links with Other Policies

This Positive Behaviour Policy is part of a wider framework that supports safeguarding, inclusion, and pupil wellbeing. It should be read alongside the following policies and documents:

- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Health and Safety Policy

These documents together reflect our commitment to creating a safe, respectful and supportive environment for all members of our school community.

Appendix 1: written statement of behaviour principles

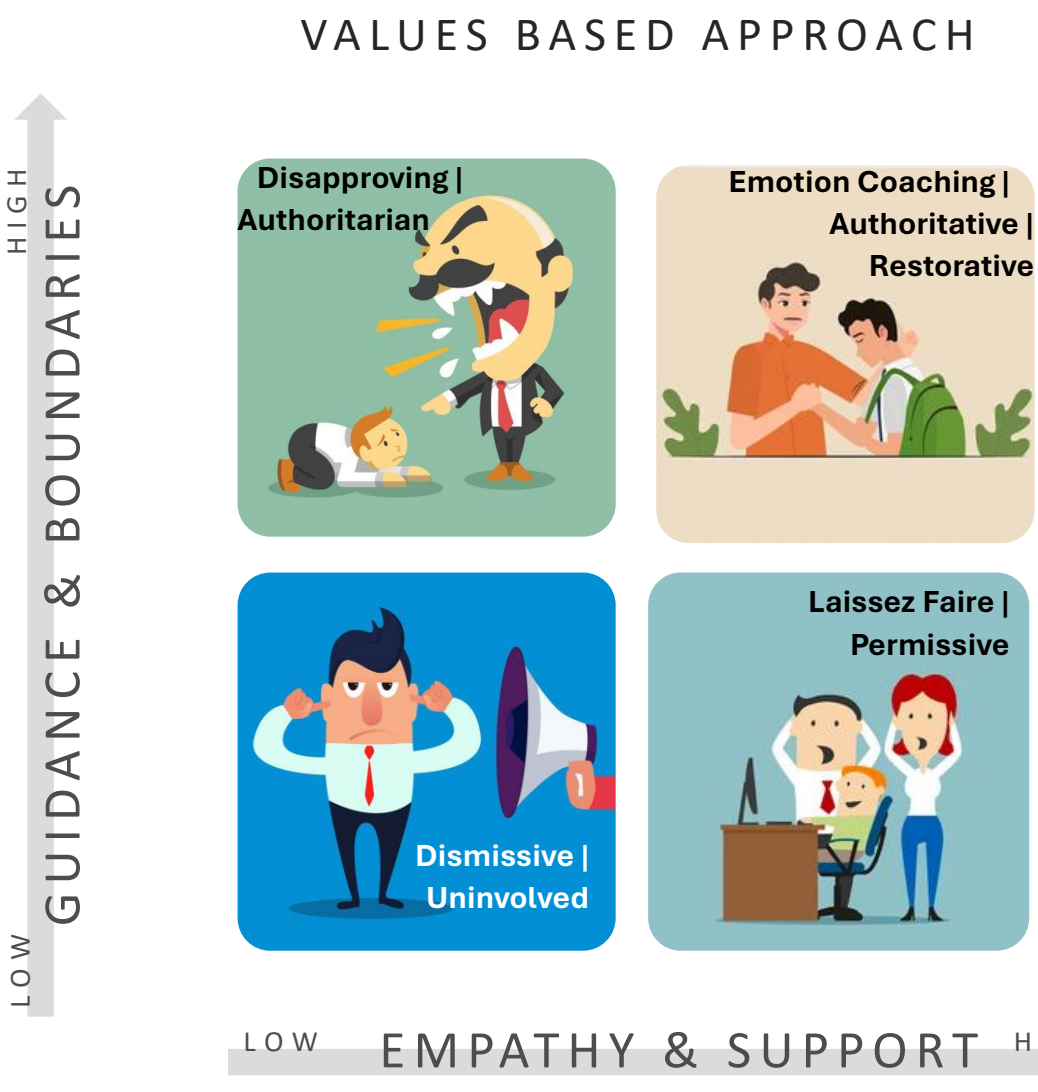
These principles are rooted in our school values of kindness, wisdom, bravery, and respect, our commitment to the United Nations Convention on the Rights of the Child, and our curriculum drivers. We strive to create a learning environment where every member of our community feels safe, valued, and empowered.

- **A Values-Driven Community:** Our core values of kindness, wisdom, bravery, and respect underpin all our interactions and expectations. We actively promote and model these values throughout the school day.
- **An Inclusive and Equitable School:** Fountains High School is a place where everyone belongs. We champion equity, ensuring all students receive what they need to thrive, and we actively challenge discrimination, harassment, and victimisation in all its forms, both within and outside of school hours.
- **The Right to Feel Safe:** The safety and well-being of every student is paramount. We are committed to creating an environment where everyone feels physically and emotionally secure at all times.
- **Understanding Behaviour as Communication:** We recognise that behaviour is communication. We strive to understand the underlying reasons for behaviour, differentiating between misbehaviour and dysregulation, and responding with empathy and appropriate support.
- **A Trauma-Informed and Relational Approach:** We are committed to being a trauma-informed school, understanding the impact of adverse experiences on behaviour. Our approach prioritises building positive relationships, co-regulation, and emotional coaching, drawing on the principle of Regulate, Relate, Reason (Repair).
- **The Importance of the Hidden Curriculum:** We recognise the powerful influence of our "hidden curriculum" – the positive relationships, the explicit teaching of emotional regulation through GRIT and the Thrive Approach, and our commitment to trauma-informed practices – in fostering a culture of safety and support.
- **Clear Expectations and Routines:** We establish clear behavioural expectations and routines to provide structure and predictability, helping students to feel secure and understand how to navigate the school environment successfully.
- **Developing Self-Regulation and Resilience:** We actively teach self-regulation skills through our GRIT curriculum and daily interactions. We equip students with strategies to understand and manage their emotions, build empathy, and develop emotional resilience.
- **Accountability and Restorative Practice:** We encourage students to take responsibility for their actions and understand their impact on others. Consequences are designed to be reflective, proportionate, and focused on learning and making amends through restorative conversations wherever possible.
- **Adults as Positive Role Models:** All adults in our school community model, maintain, encourage, and promote positive behaviour, demonstrating fairness, justice, and high expectations for positive attitudes towards learning.

- **Partnership with Parents and Carers:** We believe that working in partnership with parents and carers is essential in developing and promoting positive behaviours. We will also seek advice from external agencies when needed to support our students.
- **Exclusion as a Last Resort:** Exclusion from school is considered a last resort, and will only be implemented in accordance with Local Authority and Esteem MAT guidance. We are committed to exploring all other avenues to support positive behaviour and keep our students in school.

By embedding these principles into our daily practice, we aim to create a positive, safe, and inclusive learning environment where all students can flourish and become confident, resilient, and self-assured learners.

Appendix 2 – Adapted version Social Discipline Window



Values-Based Approach: Balancing Support and Boundaries

This model illustrates four approaches to discipline, highlighting the balance between empathy/support and guidance/boundaries.

- Disapproving/Authoritarian (Top Left): High control, low support. Leads to fear and resentment.
- Dismissive/Uninvolved (Bottom Left): Low support, low control. Results in neglect and lack of direction.
- Laissez-Faire/Permissive (Bottom Right): High support, low control. Hinders development of self-regulation and accountability.
- Emotion Coaching/Authoritative/Restorative (Top Right): High support, high expectations. Fosters growth and responsibility through understanding and guidance.

Appendix 3 - Reintegration Strategy Template

Student Name:		Year Group:	
Address:		Key Stage:	
Pupil Profile and Safeguarding Considerations	☐ Child Protection Plan ☐ Looked After/ ☐ Previously Looked After ☐ RISE Support ☐ Thrive ☐ PBS Plan	☐ Risk Assessment in place ☐ Other (please state) _____ *Further Notes (including communication needs, triggers, protective factors can be added in the notes section)*	

Re-integration Date:	
Meeting Location:	
People Present *(Include names and roles – e.g. parent/carer, Head of School, SENCO, Key Adult, external professional)*	

Context for Reintegration

Reason for Suspension / Removal / Break in Placement: *(Brief factual overview — avoid emotive or judgmental language)*			
Type and Duration of Absence (tick one)	☐ Suspension ☐ Internal removal ☐ Reduced timetable ☐ Other (please specify)		
Last day in school:		**Planned return date:**	

Emotional Regulation and Readiness to Return

Before reasoning or reflection, the pupil must be supported to regulate.

How is the pupil being supported to regulate on return?
☐ Key adult check-in ☐ Safe base / regulation space ☐ Sensory regulation tools ☐ Visual support or social story ☐ Modified transitions ☐ Other (please specify)

What Happened? (Reflection – Developmentally Appropriate)

This section should be completed in a way that matches the pupil's communication profile and emotional development.

Adult Summary (What we understand happened):
Pupil Reflection (if appropriate – words, symbols, or supported activity):

Repair and Reconnection

☐ Staff ☐ Peers ☐ Group / class ☐ Other	Notes:
How will repair be supported? ☐ Supported restorative conversation ☐ Repair through activity or modelling ☐ Adult-led reflection session ☐ No direct repair required at this stage	

Targets for Reintegration (Short-Term and Achievable)

Area for support	
Current level	

What success looks like	
Support in place	
Review date	

Comments

Pupil Comments (if appropriate):	
Parent / Carer Comments:	
School Comments:	

Signed (School): **Role:** **Date:**	**Signed (Parent/Carer):** **Date:**

DOCUMENT CONTROL AND VERSION HISTORY

Policy Title: Positive Behaviour Policy (Including Restrictive Interventions and Anti-Bullying)

Document Information	Details
School	Fountains High School
Author	Gareth Allen, Executive Headteacher
Policy Lead	Bev Rowley, Head of School
Approved By	Local Governing Board
Current Version	2.0
Approval Date	November 2026
Review Date	November 2027
Training Framework	Team Teach Positive Behaviour Support
Policy Status	Approved
Distribution	All staff, governors, parents/carers and published on the school website

Version Control History

Version	Date	Author	Approved By	Summary of Changes
1.0	April 2025	Gareth Allen	Local Governing Board	Original Positive Behaviour Policy published.

Version	Date	Author	Approved By	Summary of Changes
1.1	July 2026	Bev Rowley	Senior Leadership Team	Legislative updates, safeguarding revisions, suspension and exclusion guidance updated, and removal from school premises section added.
2.0	November 2026	Bev Rowley	Local Governing Board	Transition from PROACT-SCIPr-UK® to Team Teach Positive Behaviour Support. Terminology updated from *physical intervention* and *restraint* to *restrictive physical intervention*. References to behaviour management updated to *positive behaviour support*. Additional guidance added regarding least restrictive practice, de-escalation, co-regulation, staff training and recording procedures.

Summary of Amendments in Version 2.0

- Adopted Team Teach Positive Behaviour Support as the school's behaviour support framework.
- Added Team Teach principles throughout the policy.
- Updated terminology to reflect current sector practice and least restrictive approaches.
- Replaced references to *physical intervention* with *restrictive physical intervention*.
- Replaced references to *restraint* with *restrictive physical intervention*.
- Replaced references to *behaviour management* with *positive behaviour support*.
- Strengthened guidance on de-escalation, co-regulation and behaviour as communication.
- Updated staff training requirements to reflect Team Teach accreditation.
- Reviewed monitoring, recording and reporting arrangements relating to restrictive physical interventions.

Review Schedule

This policy will be reviewed annually or sooner where required due to:

- Changes to Department for Education guidance.
- Changes to Team Teach guidance or accreditation requirements.

- Changes to safeguarding legislation.
- Updates to Esteem Multi-Academy Trust policies.
- Recommendations arising from incidents, audits, complaints or external review.

Next Scheduled Review: November 2027